



Convention on Biological Diversity

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Subsidiary Body on Implementation

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Agenda item 13

Communication, education and public awareness

Communication, education and public awareness

Draft recommendation submitted by the Chair

The Subsidiary Body on Implementation

Recommends that, at its seventeenth meeting, the Conference of the Parties adopt a decision along the following lines:

The Conference of the Parties,

Recalling its decision [16/10](#) of 1 November 2024,

1. *Takes note* of the progress report on the implementation of the suggested actions to align the programme of work on communication, education and public awareness for the Convention on Biological Diversity¹ with the Kunming-Montreal Global Biodiversity Framework,² as provided in document [CBD/SBI/7/13](#);

2. *Welcomes* the successful hosting by South Africa of the global celebration of the International Day for Biological Diversity in 2026 under the theme “Acting locally for global impact”;

3. *Reiterates* its request to the Executive Secretary to keep the topic of communication, education and public awareness under review at its eighteenth and nineteenth meetings, in accordance with subparagraph 6 (c) of decision [16/10](#);

4. *Recommends* that the draft global plan of action for education on biodiversity contained in the annex to the present decision be used as a basis for further inputs, noting that it is a living document that will be further developed, with a view to supporting the transformative actions needed to implement the four long-term goals of the Framework and its vision of a world living in harmony with nature;

5. *Invites* Parties, other Governments, relevant organizations, indigenous peoples and local communities, women, youth and other stakeholders to provide inputs, through a peer-review process, to further develop the global plan of action, including by considering formal, non-formal and informal education programmes and initiatives;

6. *Invites* Parties, other Governments and actors other than national Governments to consider providing adequate, predictable and accessible technical and financial support for the

* Reissued for technical reasons on 9 August 2026.

¹ United Nations, *Treaty Series*, vol. 1760, No. 30619.

² Decision [15/4](#), annex.

development, uptake and implementation of the global plan of action, prioritizing the needs of developing countries, in particular the least developed and small island developing States among them, including by providing dedicated and easily accessible resources to indigenous peoples and local communities, women and youth for such education activities as community-led education initiatives;

7. *Requests* the Executive Secretary, subject to the availability of resources and in consultation with the Informal Advisory Committee on Communication, Education and Public Awareness:

(a) To conduct an inclusive peer-review process with the full, equitable and effective participation of indigenous peoples and local communities, women, youth and other relevant actors to further develop the plan of action;

(b) To submit, further to the peer review, an updated version of the draft global plan of action containing a monitoring framework for consideration by the Subsidiary Body on Implementation at a meeting held before the eighteenth meeting of the Conference of the Parties, with a view to its consideration at the eighteenth meeting of the Conference of the Parties;

(c) To keep abreast of developments in other relevant international education initiatives and processes, such as the United Nations Educational, Scientific and Cultural Organization Greening Education Partnership, the United Nations Decade on Ecosystem Restoration, the United Nations Framework Convention on Climate Change Action for Climate Empowerment and the Programme for International Student Assessment climate literacy assessment, with a view to encouraging cooperation in the development, implementation and promotion of communication, education and public awareness plans at the national level and under relevant international processes;

(d) To facilitate the development and sharing of open-access digital biodiversity education resources, including multilingual learning materials, virtual learning platforms and digital knowledge products through the clearing-house mechanism;

8. *Encourages* Parties:

(a) To integrate education on biodiversity in national biodiversity strategies and action plans in a manner consistent with national educational plans, taking into consideration the outcomes of the first global review of collective progress in the implementation of the Framework and building on existing education-related monitoring frameworks;

(b) To establish national mechanisms for coordinating biodiversity communication, education and public awareness across relevant ministries, educational institutions, scientific organizations and other stakeholders in order to promote a coherent implementation of the global plan of action;

(c) To establish mechanisms for translating scientific and technical biodiversity information into policy-relevant knowledge and practical communication products that can support decision-making, education and public engagement;

(d) To mainstream biodiversity across formal education curricula by integrating biodiversity concepts, ecosystem stewardship and sustainable use into relevant subjects and disciplines, taking into account national education systems and priorities.

Annex

Draft global plan of action for education on biodiversity

I. Background and context

1. Pursuant to the request contained in decision [16/10](#) of the Conference of the Parties to the Convention on Biological Diversity,³ and in line with the suggested actions to align the programme of work on communication, education and public awareness with the Kunming-Montreal Global Biodiversity Framework⁴ contained in the annex to the decision, the Executive Secretary prepared the global plan of action for education on biodiversity through a collaborative and participatory process involving consultations with Parties, observers, relevant organizations, indigenous peoples and local communities, and women and youth representatives, including the Global Youth Biodiversity Network. The United Nations Educational, Scientific and Cultural Organization played a leading role in facilitating consultations and technical inputs, consistent with its mandate on education.
2. The global plan is intended to strengthen knowledge, values, competences and skills in support of behavioural change, and individual and collective action by fostering agency, stewardship and transformative leadership consistent with the 2030 targets of the Framework, in accordance with national priorities and circumstances.
3. Inputs provided through consultations, including through the Informal Advisory Committee on Communication, Education and Public Awareness, have informed the structure, expected outcomes, priority areas and indicative actions of the global plan.

II. Purpose

4. The purpose of the global plan is to support the effective implementation of the Framework, and to contribute measurably to the achievement of its goals and targets, including the actions related to communication, education, awareness and uptake contained in section K of the Framework, by strengthening education on biodiversity as a strategic enabling condition for transformative change⁵ and fostering long-term societal engagement and action. Education for biodiversity is to be understood as education that fosters views, structures and practices that are consistent with living in harmony with nature and that addresses the direct, underlying and structural causes of biodiversity loss, going beyond the transmission of knowledge and awareness alone.
5. The global plan provides a flexible framework with interconnected outcomes to advance education on biodiversity through formal, non-formal and informal learning, in support of the 2030 targets and the Framework. It is aimed at enabling informed decision-making and individual and collective action by strengthening knowledge, values, skills, and helping people to understand the relevance of biodiversity to their daily life, while supporting action competence, systems thinking and active participation in biodiversity conservation.
6. The global plan covers the period up to 2030, coinciding with the time frame of the targets of the Framework. Its implementation is to be reviewed at the eighteenth and nineteenth meetings of the Conference of the Parties.
7. The global plan is intended to support Parties, subnational governments, indigenous peoples and local communities, women, youth and other relevant stakeholders and actors, in accordance with national legislation and priorities, in advancing education on biodiversity and

³ United Nations, *Treaty Series*, vol. 1760, No. 30619.

⁴ Decision [15/4](#), annex.

⁵ See *The Thematic Assessment Report on the Underlying Causes of Biodiversity Loss and the Determinants of Transformative Change and Options for Achieving the 2050 Vision for Biodiversity* of the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services.

actions to conserve and restore biodiversity sustainably, through voluntary, nationally driven implementation supported by partnerships and the meaningful participation of indigenous people and local communities, women, youth and civil society. It should also inform related educational efforts, including those addressing the links among biodiversity climate change, ecosystem restoration and sustainable development, while maintaining its primary focus under the Convention.

8. The implementation of the global plan should be adapted to diverse national contexts, circumstances and priorities and carried out through approaches that are specific to national formal and non-formal educational systems, capacities and implementation pathways.

III. Guiding principles for implementation

9. The implementation of the global plan is to be guided by the following principles, which are aligned with the Convention and the Framework and support coherent, voluntary and nationally driven implementation across diverse contexts:

(a) Education on biodiversity, including strengthening biodiversity literacy, values, competences and skills, as well as decision-making capacity and leadership in government, business, finance and society, underpins the achievement of the goals and targets of the Framework;

(b) Education on biodiversity is lifelong, takes place in formal, non-formal and informal contexts and involves a wide range of actors, including indigenous peoples and local communities, women and youth, and locations, including institutions, sectors, communities and social spaces, in line with a whole-of-society approach;

(c) Approaches to education on biodiversity should be pluralistic, holistic, gender-responsive and equitable, recognize and integrate diverse knowledge systems and world views, including those of indigenous peoples and local communities, women and youth, and promote co-creation, intercultural learning and intergenerational knowledge exchange;

(d) Actions to advance education on biodiversity should be context-specific, inclusive and adaptive and reflect national priorities, educational systems, institutional arrangements and diverse cultural, social, economic and ecological settings, including at the local, subnational, national and regional levels;

(e) Education on biodiversity should be grounded in empirical place- and project-based learning in order to foster direct engagement with natural, cultural and living environments, and engage learners in concrete, locally relevant, problem-solving activities, which could be complemented by virtual education;

(f) Actions to advance education on biodiversity should foster partnerships and collaboration among Parties, subnational governments, indigenous peoples and local communities, women, youth, the private sector and other relevant stakeholders and actors, in support of collective action;

(g) Implementation of the global plan should be gender-responsive, consistent with decision [15/11](#) of 19 December 2022 and Target 23 of the Framework.

IV. Results framework

10. The results framework for the global plan comprises three interrelated expected outcomes that are supported by five priority areas for action and three cross-cutting enabling conditions for implementation, as shown in the figure below. Together, those elements form an integrated framework in which individual learning, educator and system capacity, and the broader enabling conditions required for sustained implementation are connected.

Results framework for the global plan of action for education on biodiversity

Expected outcomes				
1. Strengthened understanding of the connection with and stewardship of biodiversity		2. Strengthened educator and system capacity to foster understanding of biodiversity		3. Strengthened enabling conditions for the implementation of policies supporting the plan of action
Priority areas for action				
Fostering human-nature connectedness and stewardship actions	Pluralistic, holistic and equitable education	Capacity-building for educators and learning systems	Enhancing and stewardship of coordination, platforms and knowledge exchange	Embedding education on biodiversity in policy and curriculum frameworks and infrastructure
Cross-cutting enabling conditions for implementation				
Lifelong, life-wide and life-deep learning		Whole-of-society engagement		Sustainable financing and incentives

11. The three cross-cutting enabling conditions support the implementation of actions under the priority areas and the achievement of the expected outcomes by strengthening the institutional, social and learning environments necessary for sustained progress. The enabling conditions relate to the broader systemic and societal foundations required to support implementation at scale and over time. They address lifelong, life-wide and life-deep learning; whole-of-society engagement, ensuring the meaningful participation of indigenous peoples and local communities, women and youth, and sustainable financing and incentives.

12. The expected outcomes reflect the understanding that transformative change requires action across multiple dimensions, including relationships between people and biodiversity, the development of active global citizenship competences, the capacity of educators and learning systems to support learners across diverse contexts and the broader institutional, policy and financing conditions necessary to ensuring coherence, scale and long-term impact. The outcomes are mutually reinforcing and are not intended to be pursued in isolation.

13. Expected outcome 1, on strengthened understanding of the connection with and stewardship of biodiversity, follows from the recognition of the ability of education on biodiversity to strengthen knowledge, values and skills. The aim is to enable learners and communities to understand the relevance of biodiversity to their lives, adopt supporting behaviours, become active global citizens and act in ways that contribute to sustaining biodiversity.

14. Expected outcome 2, on strengthened educator and system capacity, follows from the recognition that education on biodiversity requires both strengthened educator capacity and more coherent system-wide approaches. The aim is to support the development of professional educators, including teachers, trainers, civil society educators, community knowledge holders and other learning facilitators, while strengthening the institutions, platforms and learning systems for biodiversity education in order to reach learners in diverse settings.

15. Expected outcome 3, on strengthened enabling conditions for implementation, follows from the recognition that lasting impact depends on institutional arrangements, policy coherence and sustained resourcing that extend beyond individual programmes and political cycles. Achieving the outcome and the consistent and effective contribution of biodiversity education to biodiversity-related goals will require the enabling conditions to be strengthened across national contexts.

16. The results framework is accompanied by indicators and monitoring mechanisms that enable the assessment of progress, outcomes and contributions to the goals and targets of the Framework.

V. Priority areas for action: objectives and indicative actions

17. Objectives and indicative actions for each of the priority areas and cross-cutting enabling conditions provide pathways for implementing the global plan in support of the Framework.

18. Tables 1 to 4 below contain the objectives, indicative actions, possible deliverables and indicative actors associated with each priority area and cross-cutting enabling condition. The priority areas are organized under the three expected outcomes described above. The indicative actions are intended to support voluntary and nationally driven implementation consistent with national priorities and capacities. Their implementation may also contribute to adaptive learning, monitoring and knowledge exchange over time.

19. The Secretariat of the Convention is requested to work with Parties and relevant partners to develop voluntary, non-prescriptive guidance and indicators to help Parties to monitor and report on public access to, and use of, biodiversity education and information, building on national experience, including under Target 21 of the Framework.

Table 1

Expected outcome 1: priority areas for action, objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Priority area</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Fostering human-nature connectedness and stewardship actions	To strengthen lifelong human-nature connectedness and active global citizenship competences	• Expand experiential, outdoor and place- and project-based learning across formal, non-formal and informal contexts enhancing access to and sustainable interaction with nature • Support early childhood, family-based and intergenerational learning • Promote cultural, artistic and storytelling approaches that foster emotional connections with biodiversity and nature • Promote sustainable consumption, production and lifestyle competencies that reduce pressures on biodiversity • Promote the use of languages of indigenous peoples and local communities and rural and community media, including community radio, in the design and delivery of biodiversity education materials, to reach underserved and remote populations	Non-prescriptive guidance, illustrative case studies, community-based initiatives and learning resources, and examples of approaches that support behavioural change, including access to and sustainable interaction with nature	Parties, indigenous peoples and local communities, women's and youth organizations, education authorities and institutions, civil society, the private sector, scientists and relevant organizations
Pluralistic, holistic and equitable education	To promote pluralistic, holistic and equitable approaches to education on biodiversity, including through gender-responsive implementation	• Draw from scientific knowledge alongside diverse knowledge systems, including those of indigenous peoples and local communities • Promote critical and systems thinking that addresses links among	Co-created learning resources, interdisciplinary and cross-sectoral learning modules, learning materials in languages of indigenous and local communities, localized learning materials and examples of good practice	Parties, educational authorities and institutions, indigenous peoples and local communities, and women's and youth organizations

<i>Priority area</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
		biodiversity, climate, health, human-rights and sustainable development • Support the development of competences that strengthen agency and responsible action • Support culturally relevant and context-specific learning approaches and integrate cultural diversity in education, including in traditional and local management practices • Support critical and transformative pedagogy that enable learners to identify and act on the structural and underlying causes of biodiversity loss, in addition to knowledge-transfer approaches		

Table 2

Expected outcome 2: priority areas for action, objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Priority area</i>	<i>Objectives</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Capacity-building for educators and learning systems	To strengthen the capacity of educators and learning systems to support education on biodiversity	• Support pre-service and in-service professional development • Support the integration of biodiversity competencies into national teacher qualification standards and teacher licensing systems • Facilitate the creation and strengthening of communities of practice and peer-learning networks • Improve access to tools and resources for educators across learning contexts	Voluntary training opportunities, educator toolkits, and peer-learning networks and exchanges	Parties, teacher education institutions, civil society, including indigenous peoples and local communities, women's and youth organizations and other relevant organizations
	To strengthen the institutional integration of education on biodiversity within governance, standards and quality assurance frameworks	• Integrate biodiversity into teacher competency standards and accreditation processes • Align the objectives of education on biodiversity with curriculum review cycles and assessment frameworks, including the Programme for International Student Assessment climate literacy assessment • Incorporate education on biodiversity into institutional development plans • Strengthen professional training on the conservation and sustainable use of biodiversity	Illustrative competency frameworks, curriculum review references, and institutional self-assessment tools and guidance	Parties, educational authorities, accreditation bodies, indigenous peoples and local communities, and women's and youth organizations

Table 3

Expected outcome 3: priority areas for action, objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Priority area</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Enhancing coordination, platforms and knowledge exchange	To strengthen coordination, collaboration and knowledge exchange across actors and systems	• Strengthen national and regional platforms for education on biodiversity • Facilitate the exchange of resources, knowledge and experiences • Support coordination among relevant actors and initiatives	Voluntary platforms or coordination mechanisms, shared repositories and knowledge exchange events	Parties, the Secretariat of the Convention, indigenous peoples and local communities, women's and youth organizations and other relevant organizations
Embedding education in policy and curriculum frameworks	To embed education on biodiversity, including on the state and trends of biodiversity and the impacts and dependence of economic activities and societies on biodiversity, within policy, planning and curriculum frameworks	• Integrate biodiversity into education policies, curricula and standards • Promote coherence between education and biodiversity-related policies and strategies • Align education with national biodiversity priorities and whole-of-government approaches	Illustrative policy guidance, curriculum references and examples of alignment with global initiatives	Parties, educational authorities, indigenous peoples and local communities, and women's and youth organizations

Table 4

Cross-cutting enabling conditions: objectives, indicative actions, possible deliverables and relevant stakeholders

<i>Cross-cutting enabling condition</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Lifelong, life-wide and life-deep learning	To promote continuous lifelong learning across formal, non-formal and informal contexts	• Support learning across early childhood, youth, adult and professional education • Promote intergenerational and community-based learning • Strengthen continuity across learning pathways • Support youth leadership platforms, intergenerational partnerships and mechanisms for youth participation in biodiversity-related decision-making and implementation processes • Enhance access to and sustainable interaction with nature	Age-appropriate learning outcomes, awareness initiatives and voluntary learning pathways	Parties, indigenous peoples and local communities, women's and youth organizations, civil society and education providers, public institutions and private companies

<i>Cross-cutting enabling condition</i>	<i>Objective</i>	<i>Indicative actions</i>	<i>Possible deliverables</i>	<i>Indicative actors</i>
Whole-of-society engagement	To foster inclusive engagement across sectors and stakeholders	- Engage indigenous peoples and local communities, women, youth, families, media and private sector - Strengthen partnerships and collaboration - Support public engagement and cross-sector participation	Partnership initiatives, and outreach and awareness programmes	Parties, indigenous peoples and local communities, women's and youth organizations, the private sector, civil society and public institutions
Sustainable financing and incentives	To support sustainable, accessible and predictable financing for education on biodiversity	- Promote integration of education on biodiversity, including on the state and trends of biodiversity and the impacts and dependence of economic activities and societies on biodiversity, into national financing and budgeting processes - Support equitable and direct access to grant and research funding for indigenous peoples and local communities, women and youth - Align public funding towards public academic establishments for biodiversity-related education programmes, curricula and awareness campaigns - Encourage donors and financial mechanisms to ensure that financing for education on biodiversity is predictable, accessible and responsive to the specific circumstances of least developed countries and small island developing States	Illustrative financing approaches, resource mobilization examples and public-private partnerships	Parties, donors, indigenous peoples and local communities, and women's and youth organizations

VI. Monitoring, evaluation and reporting

20. Monitoring, evaluation and reporting can be strengthened at the international level by inviting Parties to provide information on activities and policies involving the implementation of the global plan in their national communications, where possible, and in reports, including national reports, and by inviting indigenous peoples and local communities to submit information through their own reporting processes, including the *Local Biodiversity Outlook* and community-based monitoring and information systems. Such information could cover accomplishments, lessons learned, experience, challenges and opportunities and be used to develop indicators and monitoring mechanisms. Wherever possible, the information should be disaggregated by age and gender. For indigenous peoples and local communities, where appropriate, sex-disaggregated data and information on the participation, leadership and reach of indigenous peoples and local communities, including women and youth among them, could be systematically collected and used. The priority areas for action, objectives and indicative actions provide a useful guide for that purpose.

21. In addition, entities of the United Nations system, other intergovernmental organizations and other non-Party stakeholders could be invited to submit information to the Secretariat on the implementation of the global plan at all levels.

22. At the national level, Parties are encouraged to share with the public and all stakeholders the findings contained in their national communications and national biodiversity strategies and action plans or domestic programmes on biodiversity regarding the implementation of the global plan, using such tools as social media to reach and engage multiple stakeholders, as appropriate. Parties are also encouraged to involve indigenous peoples and local communities, women, youth and other stakeholders more closely in monitoring, evaluating and reporting on activities carried out under the global plan. Parties are further encouraged to report on the extent to which their activities with regard to education on biodiversity reflect transformative approaches and the meaningful participation of indigenous peoples and local communities, women and youth in the design and delivery of such activities.
